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ABSTRACT

The purpose of this practicum was to provide a planned procedure for the student teacher training program at Schertz Elementary School during April and May of the 1973-74 school year. The preceding teacher training program contained an excessive number of weaknesses, primarily involving lack of direction for the student teacher and lack of self-evaluation procedures. It was hypothesized that a set of guidelines could improve the efficiency of this program. These guidelines were designed to give th e desired direction wihtout hindering the initiative and creativity of those involved. Evaluation of this practicum was based on three sources of information. First , cooperating teachers were asked to compare the student teacher training program before and after the guidelines were put into use. Second , questionnaires about the guidelines were answered by all participants. The third source of information involved observation by the author, including analysis of checklists provided within the framework of guidelines, as well as observation of participants in action. Increased efficiency and effectiveness were indicated by all three sources; the practicum was, therefore, deemed successful. (Author/BD)

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GUIDE FOR A STUDENT TEACHER TRAINING PROGRAM

By Billy J. Patterson

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

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INTRODUCTION

The problem identified by the author was that the student teacher training program at Schertz Elementary School contained an excessive number of weaknesses, primarily a lack of direction for the student teacher and lack of self-evaluation procedures. It was hypothesized that a set of guidelines could improve the efficiency of this program. These guidelines were designed to give the desired direction without hindering the initiative and creativity of those involved.

Evaluation of this practicum was based on three sources of information. Cooperating teachers were asked to compare the student teacher training program before and after the guidelines were put into use. Questionnaires about the guidelines were answered by all participants. Finally observation was made throughout by the author. This observation included analyzing the checklists provided within the framework of the guidelines, as well as observing participants in action. Increased efficiency and effectiveness were indicated by all three sources, therefore the practicum is viewed as successful.

GUIDE FOR A STUDENT TEACHER TRAINING PROGRAM

Billy J. Patterson[1]

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IDENTIFYING THE PROBLEM

The student teacher training program at Schertz Elementary did not provide any clear-cut direction for the cooperating teacher or the student teacher. In addition it did not provide for continuous evaluation by either party. The author recognized that experiences are individual, but saw a need for direction into certain types of experiences. Also identified was a need for evaluation check lists throughout the training period that would indicate strengths and weaknesses and areas where improvement was needed. Because such weaknesses existed in the student teacher program and participants were not satisified with the results, a set of guidelines were established to provide the desired direction and means of evaluation.

CONCEPTUALIZING A SOLUTION

The goal of the author was to improve the student teacher training program at Schertz Elementary School. A set of guidelines was written to help the cooperating teacher, student teacher and others involved to move more smoothly toward their goals. These guidelines were put into action during the last eight weeks of the 1973-74 school year.

PRACTICUM DESIGN AND EXECUTION

Objectives: The basic objective is to improve the student training program. Other objectives include the following:

1. To provide some sequential and basic steps, helps the cooperating teacher and provides greater help for the student teacher.
2. To provide a set of basic types of experiences that the student teacher should have during the training period.
3. To define the roles of college supervisor, school administrator, and others involved in the training program.
4. To provide a suggested shift of responsibility to the student teacher.
5. To provide some guidelines for planning, observation, and useful conferences.
6. To provide some checklists for evaluation and revision purposes.
7. To provide some checklists for self evaluation and final evaluation purposes.
8. To provide a real "beginning" for the student teacher who finishes this program.

Resources and Processes:

Investigator: The investigator first met with dissatisfied cooperating teachers. They were dissatisfied because the results of their efforts with student teachers had not been as successful as they thought they could be. It is, in fact, these teachers who first brought the problem to the attention of the author. The author conceived of this practicum as a possible solution to the problem and discussed it thoroughly with the cooperating teachers. Their ideas were sought and valued in the writing of the guidelines.

The investigator also talked with college officials, primarily student teacher supervisors, and received their sanction of the practicum. The guidelines are being used again during the 1974-75 school year and the student teacher supervisors have provided several other schools with some of the guideline checklists. They propose to use the guidelines in their entirety after another year of testing them at Schertz Elementary School.

The investigator obtained permission of the school board and school officials to initiate this practicum study.

The investigator met periodically with cooperating teachers, student teachers and others effected by the program to explore how the new teacher training program was progressing.

Most important however, the investigator developed the set of written guidelines presented in the appendix of this practicum report. In preparing this written report the investigator drew on all available resources. Pertinent printed material was used, region center consultants were questioned, college designs were sought, and other school districts involved in teacher training programs were questioned.

Final meetings were held with the participants as part of the evaluation procedure for the practicum.

Cooperating teachers: The cooperating teachers met with the investigator as outlined previously. It was through the cooperating teachers that the written plan was placed into action.

Student Teachers: The student teachers worked within the frame work of the guidelines and made contributions to the evaluations.

College Supervisors: The college supervisors met with the investigator as outlined previously. Their favorable reactions throughout were a source of encouragement.

Evaluation: One of the reasons for doing this practicum was that the student teacher training program did not provide for continuous evaluation by its participants. Therefore, as a part of the written guidelines, the author provided some tools for this sort of evaluation. There seemed to be some misunderstanding when the proposal was submitted about evaluation, and it is the authors opinion that this misunderstanding occurred because the above mentioned provision for self-evaluation were incorporated into the guidelines. The provisions for continuous participant self-evaluation were designed to overcome one of the weaknesses of the previous student teacher training program and not to evaluate the written practicum plan. Questionnaires about the written guidelines completed by the participants after putting the guidelines into action formed the main criteria for evaluating this midi-practicum. Other criteria included personal judgement based on observations, and the author did make a study and an analysis of the checklists completed within the guidelines to ascertain that progress was being made and the participants responsiveness to the practicum. Further evaluation was made by the personnel director of our school system and by the college supervisors.

In short, it can be said that the guidelines increased the effectiveness of the student teacher training program at Schertz Elementary. This statement is supported by personal judgements of the personnel director, college supervisors, and the author. Written statements to this effect are included in the appendix. Further support of this statement of success can be found in the results of written questionnaires also found in the appendix.

SUMMARY AND CONCLUSION

After discussion meetings were held to ascertain just what was needed in a set of guidelines, for Schertz Elementary, the investigator set about the business of research and writing. The written plan, upon completion, was put into use by those involved in teacher training. Revisions were made in areas of weakness and after the eight week student teacher training period was over, evaluations were conducted.

While statistical data is impossible to obtain on such a project because of natural human elements, there was overwhelming agreement that the student teacher training effectiveness was increased greatly through the use of the guidelines. Also there was agreement that the entire process moved more efficiently and smoothly toward goals. Perhaps if the student teachers trained in the present program were compared to those trained before the guidelines were used, more accurate results would be obtained. The author feels not, however, because of the human aspects referred to earlier and because of individual differences. Therefore the author is satisfied with the success of this practicum

based on expressions made and questionnaires answered by the participants.

SUGGESTING FURTHER APPLICATIONS

It has already been stated that parts of this practicum are going to be used by other schools during the 1974-75 school year. In addition the entire guideline will be further tested in use at Schertz Elementary. Other revisions and addendums will be made where needed. After the present school year it is planned that the guidelines will be used in several other schools experiencing the same problems we had. It should be noted here again, as it was in the proposal, that part of our problems were the result of being some distance from the colleges using our school. Close supervision of the training process was not made by college officials. Closer training centers might not have the same problems so the author suggests the use of the guidelines primarily for situations similar to those at Schertz Elementary.

FOLLOWING UP

Many of the follow-up activities have already been referred to, but for purposes of clarification are reiterated here. First the guidelines will be used again during 1974-75. They will again be evaluated. The colleges will expand their use in part, and as planned in the near future, the entire program well be used in schools similar to Schertz Elementary. Other follow-up procedures include further revisions and continued study in the area of student teacher training programs.

APPENDIX

ANALYSIS OF DATA IN APPENDIX

In the preceeding pages the author has continually referred to a set of guidelines. It is in the appendix of this practicum that this written plan can be found in its entirety (pages 9-43). Following the guidelines are the questionnaires for evaluation completed by the cooperating teacher (pages 44-45) and student teacher (page 46).

Statements concerning the project are included (pages 47-49).

Finally the results of the questionnaire for cooperating teachers can be found in Table I (page 50). The results of the student teacher questionnaire can be found in Table II (page 51).

It is the author's opinion that the written guidelines are self-explanatory and no further explanation of the contents need be made in this analysis.

ORIENTATION OF STUDENT TEACHER

Make him feel wanted--

"Getting to know you"--arrange an interview during conference period between Student Teacher and Cooperating Teacher

Introduce him to faculty--faculty meeting

Introduce him to non-instructional staff when possible--teacher's aids, secretaries, custodians, and cafeteria help

Provide a working area--desk

Provide necessary supplies--text books, lesson plan book, grade books, and map of school, if available

Inform him of conditions of the school--

School day

Length--arrival and departure

Bell schedule

Regulations

Fire drill

Auditorium seating--assemblies, pay shows

Lunch schedule--teacher's dining room

Special services

Equipment--mimeo, overhead projector, record player, tape recorder, film projector, thermofax copies, opaque projector, typewriter

Materials--paper, master copies, transparencies and frames, marking pencils, etc.

Orientation of the Student Teacher, Continued

Library facilities--maps, supplementary instructional materials, curriculum guides, professional literature

Student Personnel Services--counselor, administrators, school nurse service, deans

Guidance Office--permanent records, testing program and guidance literature

Principal's Office--disciplinary procedure

Attendance--official record

Student organizations

Student aides

Routines

Attendance--class rolls

Grading system and policy--unsatisfactory notices

Promotion policy

Grouping

"Homeroom"--guidance, clubs, attendance, Age-Grade-Residence Cards and Census Slips

Faculty meetings

Committees--courtesy, social, showcase

Give him a feeling of confidence in himself

Give him support and information

Clarification of status on the faculty in regards to use of instructional material and responsibilities

Signature on passes and attendance slips

Clarification of status on the faculty

Orientation of the Student Teacher, Continued

Define his duties

Establish classroom routine in case of faculty absence

Give him a feeling of pride and belonging

Background--achievements of individual faculty members

Goals--educational and vocational goals in relation to the student body

Give him an understanding of the school

Community relationships--libraries and recreational facilities

Socio-economic composition

Ethnic groups--customs, mores, verbal expressions

Family aspiration level

Encourage a positive self-image

Grooming

Human relations--confine evaluation of others teaching to a one-to-one relationship with cooperating teacher

Ethics--N.E.A. Code of Ethics

INFORMATION FOR COOPERATING TEACHER

DIRECTIONS TO THE STUDENT: This information is to enable the Cooperating Teacher to know you better and to see that you get the maximum benefit from your experiences.

Name_____College Address_____

Telephone_____Age____Marital Status_____

Teaching Fields: 1st Teaching Field_____

2nd Teaching Field_____

Permanent Address_____

Language(s) Spoken_____

Out-of-school experiences with children or youngsters (such as Scouts, Camps, Sunday School)_____

_____

Work experience, including part-time in college_____

_____

Travel and/or military experiences_____

_____

Recreational interests and hobbies_____

_____

Special talents (art, athletics, crafts, drama, music, etc.)____

_____

List any allergies, physical defects, or health conditions about which the cooperating school should know_____

_____

_____

Information For Cooperating Teacher, Continued

Other information you think would be helpful, such as awards, special recognition, schedule of courses now in progress, etc.

_____

_____

_____

_____

_____

CLASSROOM ROUTINES

1. Entering the room?
2. Before the class starts?
3. Attendance?
4. Flag salute?
5. Getting books?
6. Sharpening pencils?
7. Going to the rest room?
8. Getting materials for individual use?
9. Asking questions of teacher?
10. Asking questions of other students?
11. Use of library?
12. Going to lunch at school?
    home?
13. Bringing materials from home?
14. Band pupils?
15. Use of pens or pencils?
16. P. T. A.?
17. Record of fees?

OBSERVATIONS

Give the Student Teacher the opportunity to observe classes in both major and minor fields, attendance clerk, guidance counselor, etc.

Provide for frequent informal conferences between the Student Teacher and the Cooperating Teacher.

A check list for a good conference is provided below for the Cooperating Teacher's evaluation of these discussions:

1. Do I make careful preparation?
2. Do I insure privacy?
3. Do I have an informal setting?
4. Do I set a time limit?
5. Do I establish rapport?
6. Do I begin on a positive note?
7. Do I encourage the Student Teacher to plan, to talk, and to take part?
8. Do I listen attentively?
9. Do I instill an attitude of mutual cooperation?
10. Do I delay making numerous definite suggestions myself?
11. Do I encourage suggestions from the Student Teacher?
12. Do I allow use of the Student Teacher's practical suggestions.
13. Do I summarize points covered?
14. Do I end on a note of continuing cooperation?

OBSERVING THE COOPERATING TEACHER

Presentation: Presentation is the communication process designed to cause the students to "learn and use" facts, values, principles, attitudes, approaches, etc.

How do the physical characteristics of the teacher affect the communication process?

- posture
- voice
- appearance
- mannerisms
- speech (pronounciation, enunication, pitch, volume, speed, projection, etc.)

What methods are used by the teacher to present the materials?

- lectures
- group work or project
- students read text and answer questions at the end of the unit
- group discussions (tutorial)
- audio-visual aids
- asking questions over assignment--what kinds of questions asked
- handing out dittoed information

How flexible is the presentation process?

- Teacher follows outline regardless of student questions
- Teacher presentation fitted to needs and interests of class

Observing The Cooperating Teacher, continued:

Teacher presentation so flexible that she never gets over the planned materials

How does the teacher's presentation attempt to motivate the students?

Threatens that "this will be on the next test!"

Ties materials in with daily activities

Shows importance of materials for future studies

Presents materials in as interesting and as facinating manner as is possible

Quizzes students over important points at appropriate intervals

Ignores motivation problem and merely presents materials

At what level does the lesson seem to be aimed?

Smart students only

To the class average ability level

For the slow students

The teacher tries to have a little in the class period for all levels of students

How accurate and meaningful are the materials presented?

Completely accurate and bears directly on the lesson objectives

Generalized materials--hard to see the connection with the lesson

Interesting and amusing but useless

Confused, meaningless, and frustrating

Are classroom activities meaningful and well-organized?

Observing the Cooperating Teacher, continued

How does the teacher's communication process reward positive participation and punish uncooperative behavior?

Both positive participation and uncooperative behaviors are verbally recognized and brought to the class's attention.

Positive participation is verbally recognized but uncooperative behavior is ignored.

Uncooperative behavior is verbally recognized (and students sometimes sent to the office) but positive participation is ignored.

The teacher pays no attention to either, but merely plows on through his prepared lesson.

Evaluation:

Test--type

Class reports--student projects

Changes in student attitudes

Developing student interests

Increased student cooperation

Increased student participation in class activities

Stress on student evaluation

Decreasing discipline problems

Increased student attentiveness

Decreased tardiness and absences

Report cards concerning students

SUGGESTED SHIFT OF RESPONSIBILITY TO STUDENT TEACHER

AS HE DEMONSTRATES HIS COMPETENCY

Responsibility	Initial Teaching	Sustained Teaching	Major Unit
Managing Class	Student Teacher	Student Teacher	Student Teacher
Handling Common Behavior Problems	Cooperating Teacher	Student Teacher	Student Teacher
Handling Major Discipline Cases	Cooperating Teacher	Cooperating Teacher	Student Teacher With Cooperating Teacher Direction
Methods and Activities	Cooperating Teacher and Student Teacher	Student Teacher With Cooperating Teacher Review	Student Teacher
Subject Matter Content	Cooperating Teacher	Cooperating Teacher and Student Teacher	Student Teacher With Cooperating Teacher

Definition of terms:

Initial teaching: The Student Teacher teaches a single lesson at a time with the Cooperating Teacher present.

Sustained teaching: The Student Teacher teaches a series of lessons with the Cooperating Teacher sometimes present.

Major Unit: The Student Teacher plans and presents a major unit with the Cooperating Teacher absent from the class a majority of the time.

PLANNING

Before assuming teaching responsibilities, the Student Teacher and Cooperating Teacher should examine and discuss together the course of study, units of work, the Student Teacher's lesson plans, as well as his method of evaluating the pupils' progress.

STUDENT TEACHER PLANNING

Role of the Cooperating Teacher

1. Initial teaching--assists Student Teacher in planning. Allows Student Teacher to take over full teaching responsibility for stated periods.

2. Delegated responsibilities--provides permissive atmosphere within professional limits.

3. Planning procedure--directs Student Teacher in daily, long-range, and major unit planning.

4. Instructional responsibility--with Student Teacher, agrees on major emphases of instruction, units to be taught, and selection of Student Teacher's own major unit.

5. Variety of activities--uses a variety of approaches himself and encourages Student Teacher to do the same.

6. Solving learning problems--gives Student Teacher freedom, encouragement, and assistance in attacking individual and group learning problems.

7. Classroom control and discipline--gives Student Teacher gradual introduction to the pupil-control responsibilities of a teacher.

SUGGESTED PROCEDURE TO HELP STUDENT TEACHER WITH FIRST LESSON PLANS

The Cooperating Teacher should:

1. Show student lesson plan he uses for a basic lesson, teach that lesson, and evaluate the lesson according to the lesson plan.

2. Assist Student Teacher in realization that lesson plans make teaching easier. He should:

   a. Stress that the "core" of the plan is to be followed.

   b. Stress that there can be deviations according to group needs.

   c. Show that plans help to tie in today's lesson with yesterday's lesson.

   d. Show that the plans help to budget time.

3. Go over the plan which the Student Teacher is to use each time and evaluate the plan when the Student Teacher has finished teaching.

   a. Point out the good things that the plan made possible.

   b. Point out where the plan could be improved to better the leraning situation for the student.

4. With the help of the Student Teacher make out the first plan that the Student Teacher will use. He should:

   a. Include ways of calling the class to attention.

   b. Include reminders of group teaching, such as:
      1) Avoiding questions which can be answered yes or no.
      2) Avoiding repetition of children's answers.
      3) Maintaining discipline with a quiet voice.
      4) When working with one group, insisting on meaningful activity in the other groups.
      5) Maintaining control by avoiding the use of slang or language that would lessen respect of students.

Suggested Procedure To Help Student Teacher, continued

5. Step out of the room the first five minutes the Student Teacher is teaching for the first time in order to:

   a. Give the Student Teacher the opportunity to hear his voice and the voices of the students.

   b. Give the students a feeling that the Cooperating Teacher has absolute confidence in the Student Teacher.

6. Remember that when the Student Teacher is teaching, any distraction or reminder that the Cooperating Teacher is in the room will limit the value of the teaching experience for the Student Teacher.

7. Be sure Student Teacher has a roll of the class on which he can put:

   a. Grades or progress notes--remember that the Student Teacher should grade the work he teaches.

   b. Subjective observations, such as class participation, that will help him in planning meaningful future lessons and provide a further basis for evaluation.

DAILY LESSON PLAN OUTLINE

There is no one form for a daily lesson plan. This outline does, however, direct attention to aspects of a lesson which ought to be considered by any Student Teacher permitted to teach your class.

Specific Aim: This is what I am going to do.
(Specifically differentiate this from all other lessons.)

General Aim: This is why I am doing it.
(As a step in teaching the whole unit or developing a concept. Aside from this relationship, has it any other specific value? This step is an attempt to justify your specific aim.)

Content: This is the material the class is expected to learn.
(Write out on a separate sheet of paper--if of any length.)

Procedure: This is how I am going to do it.

Introduction or Motivation
(Tell how you will present your lesson so that the class will feel need for it and be interested in it.)

Leading Questions
(List the main questions which will promote discussion and enable you to follow up with clarifying questions.)

Activities
(Filmstrip, study, desk work, game, discussion, etc., and how you plan to lead into the activity.)

Daily Lesson Plan Outline, continued

Materials
(Whatever is needed to accomplish lesson aims.)

Assignment
(This is preparation for the work to be carried on in class on the following day. May be given at any appropriate point in the lesson.)

EVALUATION SHEET FOR COOPERATING TEACHER

The list below is compiled so that a frequent and progressive evaluation of the work of the Student Teacher will serve him as a guide.

The rating scale is as follows:

(1) Superior is used to designate the rating of a trait or quality which is found in the most successful Student Teachers.

(2) Good is used to designate the rating of a trait or Quality which is average.

(3) Weak is used to designate the rating of a trait or quality that is not acceptable. (Such rating presupposes need for and possibility of improvement.)

	Two Weeks	Four Weeks	Six Weeks
I. Professional qualifications			
A. Knowledge of subject taught			
B. Knowledge of course of study	____	____	____
C. Knowledge of new trends in education	____	____	____
D. Knowledge of extra-school organizations	____	____	____
E. Knowledge of extra-curricular activities	____	____	____
	____	____	____
II. Use of school facilities and equipment			
A. Knowledge of library			
B. Use of visual aids	____	____	____
C. Use of duplicating machines	____	____	____
D. Knowledge of type of stencils	____	____	____
E. Use of Xerox machines	____	____	____
F. Use of laminating machines	____	____	____
G. Use of mimeograph machines	____	____	____
H. Use of bulletin boards to comply with simplicity, unity, authenticity, clarity, definiteness, and relevance	____	____	____
I. Ability to construct teaching aids such as transparencies	____	____	____
J. Use of audio aids (records, visiting speakers)	____	____	____
K. Utilizations of community facilities	____	____	____
	____	____	____
III. Clerical Work			
A. Accuracy in general records and reports			
B. Keeps accurate records of pupil programs	____	____	____
C. Promptness in records and reports	____	____	____
D. Relegation of clerical work to conference period	____	____	____
E. Reliability of judgement of pupil ratings	____	____	____
	____	____	____

EVALUATION OF INDIVIDUAL LESSON BY COOPERATING TEACHER

Subject Matter

_____ 1. Authentic

_____ 2. Geared to level of students

_____ 3. Utilized available sources

_____ 4. Proper organization

Human Relations

_____ 1. Communication on level of students

_____ 2. Stimulated and maintained interest of students

_____ 3. Recognized when learning was taking place

_____ 4. Paced lessons and adjusted it to students

_____ 5. Recognized physical and emotional impediments to learning

_____ 6. Maintained control of class

SOME BASIC GUIDELINES IN PLANNING A UNIT

1. Purposes should be clearly and definitely stated.
2. Subject matter areas should fit the experiences, abilities, needs, and interests of the individuals in the class.
3. Plans should insure continuity of work. (This means that the annual or semester plan for a given grade will fit into an over-all course of study.)
4. Plans should provide for group and individual differences.
5. Plans should be carefully organized to avoid wasting time.
6. Plans should be flexible enough to provide for emergencies or for changes which will arise.
7. They should take into consideration the need for definite periods of evaluation.
8. They should not try to cover too much ground.
9. They should follow a logical order that will lead toward the realization of the objectives and purposes as outlined at the beginning of the project or year.
10. Plans should provide for a variety of materials and methods.

THE UNIT OF INSTRUCTION

The Cooperating Teacher should help the Student Teacher to plan a unit of instruction.

Selection of Topic

Does the central core of the unit have educational value? Caution--organize materials around a topic, not the materials in a textbook.

Overview

What is the nature and scope of the topic? How does it fit into the sequence of material in the curriculum guide?

Objectives

Are the objectives clearly stated so that the learning and evaluative experiences are obviously relevant to them?

Introduction and Motivation

Do the students see the relationship of the tasks they are doing to their larger goal? Are the basic incentives for pupil participation, knowledge of progress on the study of a problem, use of authentic activities, teacher enthusiasm and background knowledge, and application of subject matter in functional situations?

Activities

Does the unit include a variety of methods? Does each activity contribute to the objectives of the unit? Do reading, discussion, listening to resource speakers, field trips, visual aids?

The Unit Of Instruction, continued

Evaluation

Do evaluation procedures indicate the progress of individual pupils, thereby assisting the teacher to help each pupil and offer information regarding success of instructional program? Is there a relationship between the statement of objectives and evaluation?

Bibliography

Is the teacher using many varied materials?

CONFERENCES

After the Student Teacher has observed and actually taught, regularly scheduled structured conferences should be held to discuss areas other than the Student Teacher's work. The Cooperating Teacher should act as leader in these initial discussions on such subjects as discipline, characteristics of the groups being taught, and individual planning. As the Student Teacher gains experience he should assume increasing responsibility for these conferences. Before each conference is closed, the Student Teacher and Cooperating Teacher should summarize what has been said and agreed upon. Written records of what has been discussed should be kept.

STUDENT TEACHER-PARENT CONFERENCES

Student Teacher-Parent Conferences should be encouraged provided the parent is notified in advance that the Student Teacher will be present.

HOW WELL DO YOU TEACH?

Do I plan my teaching?

Have I prepared an overview of the entire semester's work?
Do I outline each day's lesson?
Do I follow an established procedure in conducting every class meeting?
Are students thoroughly familiar with the class schedule?
Is my work so organized and so written down that in the event of an emergency (my illness, etc.) the class would proceed equally as well under its own leadership or under that of another teacher?

Is my classroom arranged and maintained for best work results?

Are materials and supplies always ready when the class comes into the room?
Are the "little things" in their places--chalk, rulers, scratch paper?
Are centers of activity conveniently visible to all students and placed so that no one has to face the light?
Do I follow approved standards in physical upkeep of the room--heating, lighting, ventilating?
Do we take a few minutes at the close of work periods to put all materials in their proper places?

Do I make every assignment clear, complete, purposeful?

Is every assignment prepared as one definite step in pupil growth?
Is the assignment on the blackboard when the students come into the room?
Are students given time at the beginning of the period to copy the assignment in their notebook?
Is the daily assignment clearly explained and discussed?
Is the previous day's assignment always considered at a definite place in the period?

Is every lesson in my classroom alive and vital?

Do I remember at all times that each student in my class is an individual with distinct interests, abilities, and needs?
Is every lesson planned as a significant part of the whole course experience?
Do I aim at periods that are full of opportunities for thinking and acting?
Do we take time for summaries, clarification of questions, and the like?

How Well Do You Teach, continued

Does every student always know what he is doing, what he is expected to do, and why?

Have I developed a set of good everyday teaching habits?

Are my questions stated clearly and distinctly?
Do I first phrase a question, then give opportunity for thinking, and finally ask someone to answer it?
Do I make my criticisms constructive suggestions?
Do I concentrate a child's attention upon improving one or two points in his work at a time?
Is my voice pleasant, interesting, forceful, and adapted to size of class and acoustics of room?

Am I friendly, courteous, and helpful?

Can my students trust me?
Do I go out of my way occasionally to do a good turn for my class, for an individual student or parent, or for a fellow teacher?
How many of my students' parents do I know personally?
How many of my students' homes have I visited this year?
Am I always a good example to my students in dress, manners, and speech?

Are boys and girls given every opportunity to carry responsibilities in my classroom?

Do I let my students do most of the reciting?
Do I plan my instruction so that my talking takes only a small fraction of the period?
Have we a definite schedule in which all routine duties are shared in turn by all students?
Are the boys and girls trained for leadership through class programs, committee work, clubs?
At least once a week do we discuss the responsibilities students might carry in our class organization?

Do I have a sound policy for judging the work of those in my classes?

Do I have a definite, fair basis for grading daily work?
Is every paper which is turned in graded promptly and returned to the student?
Are corrections clear and instructions specific for restudy?
Are standards made cooperatively by the students and by me?
Are reports to parents supplemented by followup notes and visits?

How Well Do You Teach, continued

Do I inspire my students to develop wholesome outside interests?

Do I have one or more good hobbies?
Is school time taken occasionally for discussion of interests of individual students?
Are special talents recognized and encouraged in the assignment of class projects?
Are exhibits, excursions, demonstrations, reading materials, films, and records utilized for full value in developing interests in sound, varied activities?

Am I helping to make my school a better school?

Do I cooperate in all administrative and faculty plans and policies?
Am I taking a direct part in leadership and success of at least one school activity?
Do I voluntarily work on improved methods of instruction and course-of-study content?
Where would I like to be, professionally and otherwise, ten years from now?
How can I plan my own activities so that I may achieve my goal?

(From The Journal of the National Education Association, Vol. 35, No. 6, September, 1946)

STUDENT TEACHER'S PERSONAL CHARACTERISTS CHECK LIST

		Satisfactory	Needs Improvement
1.	Adaptability	_____	_____
2.	Alertness	_____	_____
3.	Appearance	_____	_____
4.	Cheerfulness	_____	_____
5.	Command of English	_____	_____
6.	Cooperation	_____	_____
7.	Courtesy	_____	_____
8.	Dependability	_____	_____
9.	Enthusiasm	_____	_____
10.	Health	_____	_____
11.	Interest in teaching	_____	_____
12.	Initiative	_____	_____
13.	Patience	_____	_____
14.	Poise	_____	_____
15.	Loyalty to colleagues and professional organizations	_____	_____
16.	Punctuality	_____	_____
17.	Resourcefulness	_____	_____
18.	Sense of humor	_____	_____
19.	Tact and diplomacy	_____	_____
20.	Voice	_____	_____

Student Teacher's Check List, continued

21. Willingness to accept guidance	_____	_____
22. Willingness to accept responsibility	_____	_____

CHECK LIST FOR COOPERATING TEACHER

To maintain a fairly uniform rating of the Student Teacher, the following criteria are suggested. Place a check where the activities appear satisfactory and leave the space blank where the activities unsatisfactory. It would be well to elaborate on those that are unmarked so the Student Teacher will know precisely where and how he can improve his teaching methods.

Professional Management	Preliminary Teaching	Sustained Teaching	Unit Teaching
I. Classroom management			
A. Appearance of room	____	____	____
B. Care of equipment, blackboards, supplies, books	____	____	____
C. Care of light, heating, ventilation, seating, etc.	____	____	____
D. Effectiveness of dismissal, fire drills, distribution of supplies	____	____	____
E. Helpfulness in supervision of corridors, auditorium and yard	____	____	____
F. Preparation of material needed for instruction	____	____	____
G. Schedule of day's work	____	____	____
H. Arrangement, preparation, and adjustments to seating chart	____	____	____
I. Care in giving individual aid without disturbing others	____	____	____
J. Effectiveness in keeping pupils busy in constructive learning activities	____	____	____
K. Adjusting to deficiencies in school equipment, physical conditions, and materials	____	____	____

Check List For Cooperating Teacher, continued

II. Non-teaching responsibilities

A. Participates in PTA and routine duties	____	____	____
B. Participates in faculty meetings	____	____	____
C. Participates in in-service training	____	____	____
D. Participates in parent conferences	____	____	____
E. Shows awareness of school-community relations	____	____	____
F. Maintains good working relations with adult school personnel	____	____	____

STUDENT TEACHER'S SELF-EVALUATION CHECKLIST

Rate yourself on each item by the following scale: Excellent, Good, Fair, and Poor.

PERSONAL QUALITIES:

____ 1. General appearance and dress
____ 2. Voice
____ 3. Originality
____ 4. Alertness
____ 5. Openmindedness
____ 6. Judgment
____ 7. Ability for honest self-appraisal
____ 8. Leadership ability and its use
____ 9. Cooperativeness
____ 10. Tact
____ 11. Self-control
____ 12. Understanding of human nature
____ 13. Willingness and desire to understand human nature
____ 14. Flexibility
____ 15. Dependability
____ 16. Consideration for others
____ 17. Promptness
____ 18. Sense of humor
____ 19. Enthusiasm
____ 20. Industry
____ 21. Persistence
____ 22. Willingness to take initiative
____ 23. Mature acceptance of criticism from students
____ 24. Ability to communicate with others

HANDLING OF SUBJECT MATTER AND THE TECHNICAL ASPECTS OF TEACHING

____ 1. Do I know the subject matter?
____ 2. Do I give clear explanations?
____ 3. Do I choose examples that communicate?
____ 4. Do I motivate students?
____ 5. Do I use the environmental and ethnic background of the students to accomplish the goals of the class?
____ 6. Do I facilitate productive small group activities among the students?
____ 7. Do I adapt class objectives and activities to the needs of the individual students?
____ 8. Do I give each student the experience of real success?
____ 9. Do I use multi-sensory teaching aids?

Student Teacher's Self-evaluation Checklist, continued

___ 10. Do I elicit involvement of students in each classroom activity?
___ 11. Do I listen to students regardless of what they have to say?
___ 12. Do I ask questions on taxonomical levels other than that of simple recall?
___ 13. Do I use multiple sources in planning?
___ 14. Do I aid the students in organizing their time and resources for effective study?
___ 15. Do I choose the right procedure for the accomplishment of a given goal?
___ 16. Do I use examinations as means to learning rather than as barriers to learning?
___ 17. Do I inspire cooperative interaction among students?
___ 18. Do I motivate students without resorting to threats or fear?

MANAGEMENT OF CLASSROOM ROUTINE:

___ 1. Speed and accuracy in handling such routine paper work as attendance and pass slips so that not too much class time is used.
___ 2. Use of class time that is both efficient and flexible.
___ 3. Ability to positively discourage time wasting.
___ 4. Effectiveness in getting class's attention and holding it.
___ 5. Skill in preventing and handling discipline problems.
___ 6. Skill in developing self-discipline and pride in students.

PROFESSIONAL CONDUCT AND GROWTH:

___ 1. Devotion to continued reading and intellectual growth.
___ 2. Effort to broaden range of interests beyond narrow, subject-matter limits.
___ 3. Active participation in professional organizations.
___ 4. Ethical relationship with colleagues.
___ 5. Desire for good relationship with the larger community.
___ 6. Communication with parents.
___ 7. Desire to experiment and to try new approaches.
___ 8. Exercise of community and citizenship opportunities and obligations.
___ 9. Ability to improve conflict situations.

SUMMATION

1. In what areas do you consider the Student Teacher most competent?

2. In what areas is the Student Teacher most in need of improvement?

3. What is your opinion as to the future success of this teacher in the teaching profession?

4. What other comments would you care to make about the teaching results of the Student Teacher?

5. Do you recommend that this teacher be retained in your school?

6. Number of times the Student Teacher has been visited by:

____Principal	Average length of visit____
____Guest Teachers	Average length of visit____
____College Supervisor	Average length of visit____

THREE WAY CONFERENCES

The three way conference with Student Teacher, Cooperating Teacher, and College Supervisor is a multiple approach to Student Teacher supervision and evaluation of the total student teaching program. This teacher conference should be democratic with the Cooperating Teacher and Student Teacher assisting in the planning. The College Supervisor's advice or suggestions should not take the form of an attack upon either the Cooperating Teacher or Student Teacher, but frankness should be allowed in an exchange of opinions. The participants should try to see each facet of the experience under investigation from an objective rather than an emotional viewpoint.

As a result of this conference, which should be held toward the end of the semester, it is hoped that the total student teaching program will be strengthened by an examination of the good and bad features and by a discussion of ways in which the student teaching experience might be improved.

QUESTIONNAIRE FOR COOPERATING TEACHERS

(Comparison of 1974 Student Teacher Training

And Previous Student Teacher Training)

		Yes	No
1.	Did the guidelines provide sequential and basic steps for training the student teacher?	___	___
2.	Did the guidelines clearly state basic types of experiences that the student teacher should have during the training period?	___	___
3.	Were the roles of participants clearly defined in the guidelines?	___	___
4.	Did the suggested shift of responsibility help in budgeting time during the training period?	___	___
5.	Was student teacher planning improved through the use of the guidelines as opposed to planning before the spring semester of 1974?	___	___
6.	In your opinion did the plan for observation given in the guidelines enable the student teacher to discriminate?	___	___
7.	Were the conferences as outlined in the guide useful in creating a meaningful relationship between cooperating teacher and student teacher?	___	___
8.	Did the guideline provide adequate checklist for continuous student teacher appraisal?	___	___
9.	Were these checklists helpful in establishing clear-cut areas for improvement?	___	___
10.	Were the check lists useful in developing continuous growth of participants?	___	___

Questionnaire for Cooperating Teacher, continued:

11. Did the guidelines provide direction without destroying initiative and creativity? ___ ___

12. If you were not a new cooperating teacher in the spring of 1974, would you say the guidelines improved the effectiveness of our student teacher training program? ___ ___

STUDENT TEACHER QUESTIONNAIRE

		Yes	No
1.	Were the elements of professional conduct and growth clearly stated in the guidelines?	___	___
2.	Were adequate provisions made for student teacher and cooperating teacher conferences?	___	___
3.	Did you find the checklist useful in revising your teaching techniques?	___	___
4.	Did the orientation program acquaint you with most aspects of the school environment?	___	___
5.	Did the observation techniques enable you to observe more carefully?		
6.	Did the shift of responsibility procede smoothly?	___	___
7.	Were the planning aids meaningful?	___	___
8.	Did the guidelines help in establishing your initial goals?	___	___
9.	Was there any time throughout the student teacher training period that you felt more direction or clarification was needed?		
10.	Did the guidelines help to build your confidence in your own ability?	___	___

1060 Aero Street
Schertz, Texas 78154
June 17, 1974

To Whom It May Concern:

As Personnel Director of the Schertz-Cibolo-Universal City Independent School District, I have been involved with the student teacher training program for the past four years. During the spring semester of 1974 I observed a most efficient and effective student teacher training program conducted at Schertz Elementary School under the direction of Billy J. Patterson, Principal.

We have adopted his plan for use in other schools of our district. It is my opinion that this program has been highly successful in training student teachers. We appreciate Mr. Patterson's efforts to increase the quality of education in our district.

Sincerely yours,

Charles H. Broughton

Charles H. Broughton
Assistant Superintendent

34 Ridge Drive
New Braunfels, Texas 78130
August 26, 1974

To Whom It May Concern:

The student teacher training program at Schertz Elementary School has been significantly up-graded through the efforts of Billy J. Patterson, Principal and his staff. Their energetic concern for the welfare of student teachers has given participants a better start in the teaching profession.

Much of Mr. Patterson's work is now being incorporated by other school districts with similar problems.

Sincerely yours,

Bess B. Adams

Bess B. Adams
College Student Teacher,
Supervisor

126 Sherri Street
Universal City, Texas 78148
June 4, 1974

To Whom It May Concern:

I have worked with student teachers for seven years, four of these years at Schertz Elementary School and three in another school system. During the entire time I have not experienced a more enjoyable or successful student teacher training period than in the spring of 1974.

From the onset of this training period both the student teacher and me, the cooperating teacher could see clear-cut goals through the use of Mr. Patterson's guidelines. These guidelines in no way hindered the activities we conducted, but they did provide needed direction, assistance in evaluation, and a pattern for continuous growth.

Sincerely yours,

Billye Sparks

Billye Sparks
Cooperating Teacher, M.Ed.

TABLE I

TEACHER	POSITIVE	NEGATIVE	NO RESPONSE
Teacher 1	11	1	0
Teacher 2	8	4	0
Teacher 3	9	3	0
Teacher 4	11	1	0
Teacher 5	12	0	0
Teacher 6	10	2	0
Teacher 7*	9	1	2
Teacher 8*	8	2	2
Teacher 9*	10	0	2

(Positive responses indicate improved student teacher training)

* Indicates new cooperating teachers

TABLE II

STUDENT TEACHER	POSITIVE	NEGATIVE
Student Teacher 1	9	1
Student Teacher 2	10	0
Student Teacher 3	8	2
Student Teacher 4	8	2
Student Teacher 5	9	1
Student Teacher 6	7	3
Student Teacher 7	10	0
Student Teacher 8	8	2
Student Teacher 9	9	1
Student Teacher 10	10	0

(Positive results indicate satisfaction in use of guidelines)

CLOSING STATEMENT ABOUT QUESTIONNAIRES

Both cooperating teachers and student teachers were encouraged to be completely frank in their responses to the questionnaires. They were asked not to sign their forms in the hopes of obtaining a more objective evaluation of the written guidelines. The author is well aware that responses might be given to make a favorable impression. Every effort was made to avoid this, however, in order to obtain credibility in the results. If these results are reliable, and it is my opinion that they are to a high degree, then this practicum has been successful.

After careful study of the results of the questionnaires, the author found that improvement was still needed in the areas of conferences and rules for these received the greatest number of negative responses.